DOCUMENT RESUME

ED 301 767 CE 051 584

TITLE	Recruitment Strategies. Tip Sheet.
INSTITUTION	Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE	Jan 86
NOTE	4p.; Document contains colored paper and ink. For related documents, see CE 051 583-586.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Career Exploration; Elementary Secondary Education; Inservice Education; *Nontraditional Occupations; Parent Participation; *Publicity; Public Relations; *Sex Fairness; Sex Stereotypes; *Student Recruitment; *Vocational Education

ABSTRACT

This publication provides a comprehensive list of strategies from which vocational educators can choose when designing a recruitment campaign. The strategies are aimed at increasing the participation of females and males in Ohio's vocational programs. They offer suggestions for (1) involving elementary and middle schools, high schools, parents, and advisory committees; (2) providing inservice activities for educators, prevocational exploratory sessions for 9th- and 10th-grade students, peer and other support services, and a resource file; (3) examining personal attitudes, attitudes of school personnel, instructional materials (textbooks, teaching, and resource materials), and course titles, descriptions, guidance, and recruitment materials; and (4) publicizing vocational programs and employment opportunities in vocational fields through projects, posters, displays, exhibits, career fairs, and programs. (YLB)

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TIP SHEET: RECRUITMENT STRATEGIES

Center for Sex Equity
The Ohio State University
College of Education
Instructional Materials Laboratory

January 1986

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Tip Sheet: Recruitment Strategies

Published by the Center for Sex Equity, The Ohio State University, College of Education, Instructional Materials Laboratory, 154 West 12th Avenue, Columbus, OH 43210, Marcia Fear-Fenn, Director, through a grant from the Sex Equity Section, Division of Vocational and Career Education, Ohio Department of Education. January 1986

Vocational educators can increase the participation of females and males in Ohio's vocational programs by actively participating in recruitment campaigns. Begin with an examination of your present activities and resources and then formulate your plan. Your goals should guide your choice of which specific strategies to implement and what populations to involve. Teachers and counselors can help by contacting potential students and their parents at home. Vocational students willing to participate in panel discussions can act as role models to prospective students. The following is a comprehensive list of strategies from which to choose when designing your recruitment campaign.

INVOLVE

1. ELEMENTARY AND MIDDLE SCHOOLS - Inform students, teachers, counselors, and administrators about your programs. Invite them to tour your school or lab and plan promotional activities to acquaint them with your program.
2. HIGH SCHOOLS - Have an effective working relationship between high schools and joint vocational schools. Offer programs or activities that present vocational students as role models in recruitment activities. Ask students about programs or jobs that interest them and invite potential students to student organization meetings.
3. PARENTS - Plan activities for parents of prospective students (especially grades 8, 9, 10), contact them at home, or invite them to tour the classrooms. Utilize parents of vocational students and nontraditional graduates in recruiting activities.
4. ADVISORY COMMITTEES - Have an effective working advisory committee which has representation of both sexes, racial minorities, and handicapped individuals. Seek their support for recruitment and placement of minority, handicapped, and nontraditional students and teachers.

PROVIDE

1. INSERVICE - Sponsor activities to help faculty and counselors become aware of successful recruitment strategies, sex equity issues, and

how to deal with nontraditional enrollees or potential enrollees.

2. PRE-VOCATIONAL EXPLORATORY SESSIONS FOR NINTH AND TENTH GRADE STUDENTS - Offer hands-on experiences in shops and laboratories to expose students to vocational training. Capture their interests and eliminate stereotypes with first-hand experiences.
3. PEER AND OTHER SUPPORT SERVICES - Ask vocational students to offer support, advice, and companionship to potential students. Give students the opportunity to discuss in groups topics like career decision-making and sex-role stereotyping.
4. RESOURCE FILE - Use parents, graduates, and nontraditional workers in the community to serve as role models, offer shadowing experiences, or speak in the classroom about the value of educational experiences in later life.

EXAMINE

1. PERSONAL ATTITUDES - Be caring and sincere in the belief that both girls and boys can benefit from training and you will have more success with students.
2. ATTITUDES OF SCHOOL PERSONNEL - Support equal access and fair treatment. Undertake promotional efforts in a manner that will not create or perpetuate stereotyping based on sex.
3. TEXTBOOKS, TEACHING, AND RESOURCE MATERIALS - Eliminate sexist language and stereotyping when possible or develop teaching strategies to use sex-biased materials in a sex-fair way.
4. COURSE TITLES, DESCRIPTIONS, GUIDANCE, AND RECRUITMENT MATERIALS - Use sex-neutral language and state explicitly that classes are open to both sexes and will benefit both.

PUBLICIZE

1. VOCATIONAL PROGRAMS - Use fliers, brochures, and newsletters to describe your programs. Show strong evidence of nontraditional, handicapped, and minority student involvement in all publications. Have businesses and organizations include a news item about your program in their own newsletters.
2. EMPLOYMENT OPPORTUNITIES IN VOCATIONAL FIELDS - Inform the community and parents about the changing work force and about success stories of graduates. Include short- and long-range benefits of training in vocational areas.
3. PROJECTS, POSTERS, AND DISPLAYS - Show examples of students' work at open-house programs, libraries, on bulletin boards, or in newspapers. Time the displays for several weeks before registration. Invite the media to classes to view innovative student accomplishments.
4. EXHIBITS, CAREER FAIRS, AND PROGRAMS - Give students the opportunity to talk to potential employers, nontraditional workers, teachers, counselors, and vocational students about occupational experiences, requirements, and opportunities.

Several strategies are a must. Among these are making classes meaningful to all students and treating them all fairly. Be consistent in discipline and expectations. Identify as early as possible a list of potential students through career fairs, open houses, media campaigns, or surveys of school students. Send information to these students and contact them and their parents at home. Develop a resource bank listing minority and nontraditional students, graduates, and community members who are willing to be supportive and offer their time to speak to students considering a career in their field. Nourish a student's small interest and you will promote the development of a satisfied worker.

The February, 1986 issue of the Tip Sheet will discuss several Ohio school programs that have been successful in recruiting students into vocational programs.